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ABSTRACT

This evaluation of the Education Consolidation and Improvement Act (ECIA) Chapter 1 programs in the 16 participating schools and camps of the California Youth Authority presents findings for the year 1983-84. The students enrolled in the program were severely academically disadvantaged teenagers (reading and mathematics abilities five or more grades below average for age) and had histories of criminal activities, economic hardship, family instability, or negative peer influences. The instructional program consisted of work in reading/language and math. The students were tested upon entering the program and individual assignments were made on the basis of the test findings. Individualized instruction was the most frequently used method. Approximately 4,252 students received some ECIA services during the year. Of these 2,044 received services for five months or longer and of this group 651 took pre- and post-program tests in reading, 531 in English language, and 731 in mathematics. Reading deprivation was far greater than math (21% in reading versus 8% in math scoring below a third grade level). Overall findings were that students enrolled in the program for 3 months or longer gained, on average, 1.1 months per month in all the educational components. In six of the eight sub-tests, gains exceeded the 1.1 month objective. For students enrolled five months or longer, gains were lower, with the 1.1 month goal attained only in reading comprehension, English, and math. The objective was not met in reading vocabulary, total reading and spelling (.8 months, 1.0 month, and .8 month were gained respectively). This program evaluation includes tables with details of this statistical data, recommendations for program improvement, and a reference listing. (CG)

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Annual Program Evaluation Report

Education Consolidation and Improvement Act

Chapter 1

1983 -84

UD024437

State of California

DEPARTMENT OF THE YOUTH AUTHORITY

State of California

GEORGE DEUKMEJIAN,
GOVERNOR

Youth and Adult Correctional Agency

N. A. CHADERJIAN,
SECRETARY

Department of the

Youth Authority

JAMES ROWLAND,
DIRECTOR

GEORGE R. ROBERTS,
CHIEF DEPUTY DIRECTOR

C. A. TERHUNE,
Deputy Director
INSTITUTIONS AND CAMPS BRANCH

WILBUR A. BECKWITH,
Deputy Director
PAROLE SERVICES BRANCH

RONALD W. HAYES,
Deputy Director
PREVENTION AND COMMUNITY CORRECTIONS BRANCH

FRANCISCO J. ALARCON,
Deputy Director
ADMINISTRATIVE SERVICES BRANCH

INSTITUTIONS & CAMPS BRANCH

C. A. Terhune, Deputy Director

Charles A. Kuhl, EdD, Chief
Education Services

George C. Vidal, Administrator
Compensatory Education Programs

JoAnn M. Mahan, PhD, Supervisor
Correctional Education Programs

Evaluation Staff

Marjorie B. Brodt, Specialist
Compensatory Ed Evaluation & Research

Mannie Webb, Research Analyst II

Amarjit Bal, Research Analyst II

Support Staff

Valerie Morita, Sr. Stenographer

Mildred Ivanovich, Office Asst. II

Madeline Arcolino, Office Asst. II

Nina Edralin, Stenographer B

* * * * *

4241 Williamsbourgh Dr. Suite 227
Sacramento CA 95823
(916) 445-[redacted]4840

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I. INTRODUCTION

ECIA, Chapter I of the Education/Consolidation and Improvement Act Public Law 97-35 has provided the Youth Authority with federal funds for Compensatory Education since 1967. These funds, originally provided by the Elementary and Secondary Education Act, Title I (Public Law 89-10, amended by Public Law 89-750), are used to supplement the State-provided instruction for educationally disadvantaged students. ECIA services are offered to those students identified as the "neediest of the needy" before extending them to other eligible students.

This report is an evaluation of the Chapter I programs in the sixteen participating schools and camps of the California Youth Authority. On the following page are the recommendations made by supervisory and administrative staff for improvement of the Chapter I, ECIA program in Youth Authority.

RECOMMENDATIONS

Project staff should make a concerted effort to conform to the education standards and competency-based-education of the California Youth Authority as they relate to Compensatory Education.

The departmental Management By Objectives goals and objectives should be considered when establishing project goals and objectives.

Regular monitoring of ECIA program components, to assure quality educational activities, should be the primary responsibility of the local ECIA coordinators and supervisors.

Project staff should continue their excellent efforts in program development and evaluation.

II. PROGRAM DESCRIPTION

Administration

Primary responsibilities for the administration of ECIA, Chapter I funds in the Youth Authority has been placed with the California Department of Education. That department reviews, approves, and regulates the remedial projects in all California agencies which receive ECIA funds to serve neglected or delinquent youth.

Within the Department of the Youth Authority, Chapter I programs are administered by the Institutions and Camps Branch. In the Education Services Section of the Institutions and Camps Branch, a Supervisor of Compensatory Educations Programs has been designated to oversee the operations of the program.

At the institutions, responsibility for the ECIA projects lies with the lead education supervisors and at the camps with the camp teacher. The education supervisors are assisted by ECIA project coordinators who are responsible for the daily management of the programs.

Program Components

The ECIA instructional program in Youth Authority consists of reading/language and math. Supplementary services are provided to the regular school programs funded by the State. Students are selected for services based on a demonstrated need in one or more

of these areas. Those students most in need of remedial instruction are given the highest priority, depending upon the needs of the particular student population. The emphasis place on each component differs somewhat at the various schools.

The third component is staff development which provides a variety of training experiences to enhance the instructional skills of the ECIA staff.

School Settings

The student populations at the institutions vary in terms of age, length of commitment and educational need. One institution is coeducational. The institutions and camps differ in type of security, size of population, and ethnic composition of the population. The size and scope of educational programs of each institution and camp also vary greatly. Tables 1, 2, and 3 show the major characteristics of the ECIA instructional program at each of the schools during Fiscal Year 1983-84. As indicated in the tables, most of the instruction is conducted in laboratory-type classrooms to which students are sent from the regular classrooms. In some of the institutions, the camps and both reception center-clinics, ECIA students are provided supplementary services in their regular classroom through the use of a teaching assistant(s). As the data on Tables 1, 2, and 3 indicate, the achievement levels of students and the number of hours per week in which wards receive instruction vary among the institutions.

TABLE 1

CHARACTERISTICS OF THE ECIA, CHAPTER I, READING AND LANGUAGE ARTS PROGRAMS IN INSTITUTIONAL SCHOOLS, FISCAL YEAR 1983-84

SCHOOL	SETTING REGULAR CLASSROOM OR LAB (STUDENTS ATTEND SPECIAL CLASS)	MEAN TABE PRETEST		CLASS HOURS PER WEEK ASSIGNED TO PARTICIPANTS	STAFF - STUDENT RATIO	METHOD OF INSTRUCTION
		TOTAL READING	ENGLISH MECHANICS			
Northern Reception Center-Clinic	Regular Classroom	6.3	6.0	5	1:4	Individualized diagnostic-prescriptive program.
O. H. Close School 1) Under 6.5 2) Over 6.5 3) Ward aides	Regular Classroom	 4.3 8.5 9.7	 4.4 8.5 8.6	2-5	1:6	Individualized diagnostic-prescriptive program using teaching assistants and student aides as tutors.
Karl Holton School	Lab (Reading/Language) Regular Classroom (Reading/Language/Math)	4.4 6.0	4.0 5.0	4-5 8-10	1:6,1:9 1:7	Individualized diagnostic-prescriptive program locally developed.
DeWitt Nelson Training Center	Lab (Reading/Language)	4.8	5.2	4-5	1:5	Individualized diagnostic-prescriptive program with teacher-selected supplemental materials.
Preston School 1) Hill 2) Satellites	Lab Regular Classrooms	4.3 5.0	4.2 4.3	5 5-10	1:5.5 1:1 (Tutoring)	Locally and commercially developed materials used in an individualized diagnostic-prescriptive program.
Southern Reception Center-Clinic	Regular Classroom	5.6	4.9	2-3	1:3	Individualized diagnostic-prescriptive program and CAI*.
El Paso de Robles School	Lab-Lindamood	4.0		4	1:3	Lindamood diagnostic/prescriptive program.
	Labs - Other R/L	4.0	4.4	4, 2	1:5,1:6	Individualized diagnostic-prescriptive program.
Fred C. Nelles School	Lab (Reading)	2.2		4	1:4	Individualized diagnostic-prescriptive program utilizing computers and selected materials.
	Lab (Language)		4.0	4	1:5	Language arts curriculum using computers for instruction & diagnosis.
Ventura School	Lab (Reading)	4.1		5, 3	1:4	American Learning Corporation diagnostic-prescriptive reading program with supplementary materials. Including CAI*.
	Lab (Language)		4.5	5, 3	1:6	Individualized diagnostic-prescriptive program with CAI,* emphasizing writing skills.
Youth Training School	Lab (Reading)	4.2		5	1:9	American Learning Corporation diagnostic-prescriptive reading program along w/supplementary materials.
	Lab (Language)		4.3	5	1:10	Locally developed lesson plans and materials.
	Lab (R/L/M) (Tech Related Skills)	Insufficient Data		1-2	1:5-1:8	Locally developed materials used in an individualized program.

*CAI - Computer Assisted Instruction

TABLE 2

CHARACTERISTICS OF THE ECIA, CHAPTER I,
MATHEMATICS PROGRAMS IN INSTITUTIONAL SCHOOLS,
FISCAL YEAR 1983-84

SCHOOL	SETTING	MEAN TABE PRETEST TOTAL MATH	CLASS HOURS PER WEEK ASSIGNED TO PARTICIPANTS	STAFF - STUDENT RATIO	METHOD OF INSTRUCTION
Northern Reception Center-Clinic	Regular Classroom	5.4	5	1:4	Individualized diagnostic-prescriptive program.
O. H. Close School 1) Under 6.5 2) Over 6.5 3) Ward Aides	Regular Classroom	 4.7 8.2 9.9	2-5	1:6	Individualized diagnostic-prescriptive program using teaching assistant and student aides as tutors.
Karl Holton School	Lab (Math)	4.6	4-5	1:6-1:9	Individualized prescriptive program instruction and group-oriented math activities using learning by doing technique and survival math.
	Regular Classroom (Reading/Language/Math)	5.8	8-10	1:7	AIM (Actualized Individualized Math) Program.
DeWitt Nelson Training Center	Regular Classroom	5.0	4-5	1:8	Individualized diagnostic-prescriptive program.
Preston School 1) Hill 2) Satellites	 Lab Regular Classrooms	 5.0 5.2	 5 5-10	 1:7 1:1 (Tutoring)	Sequential individualized instruction using a diagnostic-prescriptive method.
Southern Reception Center-Clinic	Regular Classroom	4.9	2-3	1:3	Individualized diagnostic-prescriptive program and CAI.*
El Paso de Robles School	Lab Regular Classrooms	5.1 (Lab & RC)	2 12	1:5 1:7	Individualized diagnostic-prescriptive program.
Fred C. Nelles School	Lab	2.2	4	1:3	Individualized diagnostic-prescriptive system using computers.
Ventura School	Lab	4.7	5, 3	1:6	Individualized diagnostic-prescriptive program based on State demonstration materials (Long Beach Program) and CAI.*
Youth Training School	Lab	4.8	5	1:8	Individualized diagnostic-prescriptive program using Holt math program materials.
	Lab (Technical Related Skills)	Insufficient Data	1-2	1:5-1:8	Locally-developed materials used in an individualized program.

* CAI - Computer Assisted Instruction

TABLE 3

CHARACTERISTICS OF THE ECIA, CHAPTER I,
READING/LANGUAGE AND MATHEMATICS PROGRAMS IN CAMP SCHOOLS
(ALL HELD IN REGULAR CLASSROOM)
FISCAL YEAR 1983-84

CAMP	MEAN TABE PRETEST			PARTICIPANTS CLASS HOURS PER WEEK	STAFF STUDENT RATIO	METHOD OF INSTRUCTION
	TOTAL READING	ENGLISH MECHANICS	TOTAL MATH			
WASHINGTON RIDGE	5.4	6.0	4.9	5	Variable	Individualized diagnostic/ prescriptive program.
PINE GROVE	4.8	4.9	5.0	5+	1:5	Individualized diagnostic/ prescriptive program.
MT. BULLION	4.9	4.0	5.0	5	1:6	Individualized diagnostic/ prescriptive program.
FENNER CANYON	4.6	5.1	4.7	4	1:4	Individualized diagnostic prescriptive program.
OAK GLEN	4.5	5.4	5.9	5	1:4	Individualized diagnostic/ prescriptive program.

Students

As a group, young people committed to the Youth Authority are severely disadvantaged academically. A profile of the typical Youth Authority ward, prepared annually by the Department's Information Management Division, depicts a young man (some 4.6 percent of those committed during the 1983-84 fiscal years were female) 18.7 years old who has not graduated from high school and whose reading and mathematical ability is some five or more grade levels below the average for his age.

In addition to poor school performance, the wards have a history of other difficulties which negatively influence their ability to learn, such as criminal activities, economic hardships, family instability and negative peer influences. Two-thirds of all Youth Authority commitments come from neighborhoods not considered highly delinquent, and more than half of the wards come from homes where the neighborhood was considered average or above in maintenance and appearance. However, over 50 percent have at least one sibling or parent with a criminal or delinquent background, 65 percent come from broken homes, and about 29 percent claim public assistance as the principal family income.

III. EVALUATION FINDINGS

Introduction and Background Information

Chapter I of the Education Consolidation and Improvement Act (ECIA) funded Reading/Language, Mathematics and Staff Development components in sixteen California Youth Authority facilities. In one forestry camp the program was operational for only two months of Fiscal Year 1983-84. The students participating in the remedial programs were those identified as having the greatest deficiencies in the basic skill areas. All 94 ECIA educational personnel and 30 State paid staff participated in staff development designed to meet the instructional needs of the students.

The number of students served in each ECIA classroom varied, ranging from 5-18 depending upon student needs, absentee rate and staffing patterns. Because of the wide differences among the programs, hours of instruction also varied, ranging from two to twelve hours per week.

Upon entry into the program, students were administered diagnostic tests, and individual assignments were made according to identified needs. Different instructional methods were used depending upon the instructor and the needs of the students. These methods included individualized, group and whole class instruction. Individualized instruction was by far the most frequently used method, with whole class instruction used the least.

The materials, hardware and software also varied greatly according to site. Many classroom management systems were used such as the Prescription Learning System, American Learning Corporation, Holt Math, Steck-Vaughn and the Long Beach Math Program. The hardware included such equipment as micro-computers, Dukane Film strip projectors and their respective software packages.

Nine of the ten institutions and all six camps employed teaching assistants in the labs or classrooms. Some institutions and camps also used student aides. One institution provided all participating students with trained student aides as well as teaching assistants, and another only used ECIA teachers for supplementary instruction. From July to February (1983-84), programs were affected by an administrative hiring freeze which prevented some of the institutions and camps from replacing personnel that had left the program. Not until February 1984, when the Youth Authority received a blanket exemption were coordinators able to fill vacant positions. All ECIA teaching staff had the services of the school psychologist and resource specialist available to assist with identifying proper instructional techniques to meet the individual learning styles and disabilities of their problem wards.

Approximately 4,252 students received some ECIA services during the 1983-84 year. During this year, 2,044 received services for five months or longer. Of this 2,044, 651 received pre and post tests in reading, 531 in English language and 731 in mathematics.

Some of these pre and post test scores are for the same students since some students could have received instruction in more than one component. The discrepancy between the number receiving services and those having both pre and post tests is less than in the prior year, and efforts are being made to assure that more students receive post tests. 42 percent of those not posttested were in the program less than 90 days and 39 percent were either transferred or paroled. Efforts will be made to enroll participants in the ECIA program early in their institutional stay to assure a longer instructional period.

The revised edition (1976) of the Test of Adult Basic Education (TABE) has been used by California Department of the Youth Authority since June, 1980 to determine the achievement made by students.

The number of students in the reading/language component is very similar to the number receiving math instruction. Reading deprivation among these students is greater than in mathematics as twenty-one percent of the students participating in our ECIA project in reading score below the third grade level while only eight percent score below the third grade in mathematics. Ninety-one and 94 percent respectively score, below the seventh grade level.

TABLE 4

TEST OF ADULT BASIC EDUCATION (TABE)
NUMBER OF PARTICIPANTS BY GRADE EQUIVALENT SPAN (PRETEST SCORE) AND AGE SPAN

Pretest Grade Equivalent	Reading					Mathematics				
	Age Span					Age Span				
	≤15	15-18	19+	TOTAL	%	≤15	15-18	19+	TOTAL	%
1.0-1.9	7	90	9	106	6.9	10	36	10	56	3.2
2.0-2.9	15	163	37	215	14.0	9	60	16	85	4.8
3.0-3.9	16	191	40	247	16.1	22	228	39	289	16.4
4.0-4.9	12	200	38	250	16.3	17	322	60	399	22.6
5.0-5.9	10	308	74	392	25.5	15	429	77	521	29.5
6.0-6.9	7	153	28	188	12.2	10	248	45	303	17.2
7.0-7.9	1	48	17	66	4.3	0	56	14	70	4.0
8.0-8.9	1	27	3	31	2.0	2	18	4	24	1.3
9.0-9.9	0	18	2	20	1.3	0	12	0	12	.7
Over 9.9	3	15	3	21	1.4	1	4	0	5	.3
TOTALS	72	1,213	251	1,536		86	1,413	265	1,764	
PERCENTAGES	4.7	79.0	16.3		100.0	4.9	80.1	15.0		100.0

NUMBER OF PARTICIPANTS BY MONTH-FOR-MONTH PRETEST TO POST-TEST GAINS AND AGE SPAN

Month-for-Month Gain	Reading					Mathematics				
	Age Span					Age Span				
	≤15	15-18	19+	TOTAL	%	≤15	15-18	19+	TOTAL	%
Loss	8	80	14	102	15.7	5	73	13	91	12.5
<0.5 month	13	99	19	131	20.1	10	119	17	146	20.0
0.5 mo-1 mo	5	99	21	125	19.2	12	131	17	160	21.9
1 mo-1.5 mo	6	77	9	92	14.1	7	97	19	123	16.9
1.5 or more	13	156	32	201	30.9	20	163	26	209	28.7
TOTALS	45	511	95	651		54	583	92	729	
PERCENTAGE	6.9	78.5	14.6		100.0	7.4	80.0	12.6		100.0

Forty five percent of the ECIA students are making gains greater than 1.0 months per month in the program in both reading and math. It appears that somewhat smaller gains are made in reading. This could be because mastery of the basic skills in mathematics is easier than learning basic reading skills. Of those wards receiving pre and post tests, 16 percent show a loss in reading and 12 percent in math achievement. These losses are probably due to difficulties in testing students and the inherent standard error of norm referenced tests. (See Table 4).

For those students enrolled in Chapter I programs for three months or longer the average gain per month in all the educational components were 1.1 months or more. In six of the eight subtests, gains scores exceeded the objective of 1.1 month per month in program. For those students enrolled in Chapter I programs for five months or longer however, gains score are always lower. The average gain was, however, at least 1.1 months for each month in the program in Reading Comprehension, English and Mathematics. The objective of 1.1 months gain for each month in the program was not achieved in Reading Vocabulary, Total Reading, and Spelling. These gains were .8 month for Reading Vocabulary, 1.0 month for Total Reading, and .8 for Spelling. Achieving the objective or coming close to achieving the objective is nevertheless quite remarkable since these Chapter I students had achieved in Reading/Language and Math less than a half year for each year they had attended a public school. This year, compared to last year, gain scores were lower in reading, higher in English and Spelling and remained the same for mathematics. (See Tables 5, 6, and 7.)

TABLE 5

SUMMARY OF TEST DATA*
STUDENTS IN THE ECIA EDUCATIONAL COMPONENTS THREE MONTHS OR LONGER
FISCAL YEARS JULY 1, 1981 - JUNE 30, 1984

Subtests	1981-82 Averages					1982-83 Averages					1983-84 Averages				
	No. of students	Grade Equivalents Pre	Grade Equivalents Post	Mos. gain /mo.	Mos. betw. tests	No. of students	Grade Equivalents Pre	Grade Equivalents Post	Mos. gain /mo.	Mos. betw. tests	No. of students	Grade Equivalents Pre	Grade Equivalents Post	Mos. gain /mo.	Mos. betw. tests
Read/Lang															
Vocabulary	1664	4.3	5.0	1.1	8.7	835	4.4	5.2	1.1	8.6	875	4.5	5.3	1.1	8.5
Comprehension	1660	4.2	5.3	1.6	8.7	832	4.2	5.4	1.7	8.6	876	4.4	5.5	1.6	8.5
***Total	1660	4.3	5.1	1.3	8.7	832	4.3	5.2	1.4	8.6	875	4.4	5.3	1.3	8.5
English Mech **	1427	4.4	5.3	1.3	8.6	545	4.4	5.2	1.1	8.9	730	4.4	5.6	1.9	8.2
Spelling**	1411	4.7	5.3	1.0	8.6	528	4.6	5.2	.8	8.8	714	4.6	5.3	1.1	8.1
Mathematics															
Comput/Fractions	1760	5.0	5.9	1.3	8.3	871	5.0	5.9	1.2	8.5	1003	5.0	5.9	1.4	8.1
Concepts/Problems	1760	4.3	5.3	1.4	8.3	871	4.4	5.4	1.3	8.6	1000	4.5	5.4	1.5	8.1
***Total	1760	4.7	5.6	1.3	8.3	869	4.7	5.7	1.2	8.5	999	4.8	5.7	1.4	8.1

*Results are based on the Test of Adult Basic Skills, Levels E, M, and D. Students included were those who left the ECIA program during each fiscal year.

**Based on Levels M and D only. E Level does not have subtests for English Mechanics and Spelling.

***Because norms for total subtest scores were developed separately, the total scores are sometimes slightly different from what would be expected by observing subtest scores.

Jan. 2, 1985

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TABLE 6

SUMMARY OF TEST DATA*
STUDENTS IN THE ECIA EDUCATIONAL COMPONENTS FIVE MONTHS OR LONGER
FISCAL YEARS JULY 1, 1981 - JUNE 30, 1984

Subtests	1981-82 Averages					1982-83 Averages					1983-84 Averages				
	No. of students	Grade Equivalents Pre	Grade Equivalents Post	Mos. gain /mo.	Mos. betw. tests	No. of students	Grade Equivalents Pre	Grade Equivalents Post	Mos. gain /mo.	Mos. betw. tests	No. of students	Grade Equivalents Pre	Grade Equivalents Post	Mos. gain /mo.	Mos. betw. tests
Read/Lang															
Vocabulary	1516	4.2	5.0	.9	10.2	589	4.4	5.2	.9	10.3	651	4.5	5.3	.8	10.1
Comprehension	1515	4.1	5.2	1.3	10.2	587	4.2	5.5	1.4	10.3	652	4.4	5.5	1.2	10.1
***Total	1515	4.1	5.1	1.1	10.2	587	4.3	5.3	1.1	10.3	651	4.4	5.3	1.0	10.1
English Mech **	1328	4.3	5.2	1.0	11.4	410	4.4	5.2	.9	10.6	531	4.4	5.6	1.4	9.7
Spelling**	1315	4.6	5.2	.7	11.4	394	4.6	5.3	.7	10.5	522	4.6	5.3	.8	9.7
Mathematics															
Comput/Fractions	1572	4.9	5.9	1.2	9.8	635	4.9	5.9	1.1	10.2	731	5.0	5.9	1.1	9.7
Concepts/Problems	1572	4.2	5.3	1.3	9.8	635	4.3	5.4	1.2	10.2	730	4.4	5.4	1.2	9.7
***Total	1572	4.7	5.7	1.2	9.8	633	4.7	5.7	1.1	10.2	729	4.8	5.8	1.1	9.7

*Results are based on the Test of Adult Basic Skills, Levels E, M, and D. Students included were those who left the ECIA program during each fiscal year.

**Based on Levels M and D only. E Level does not have subtests for English Mechanics and Spelling.

***Because norms for total subtest scores were developed separately, the total scores are sometimes slightly different from what would be expected by observing subtest scores.

TABLE 7
SUMMARY OF TEST DATA
STUDENTS IN THE EDUCATIONAL COMPONENTS THREE MONTHS OR LONGER
FISCAL YEAR JULY 1, 1983 - JUNE 30, 1984

SUBTESTS	CLINICS					CAMPS					INSTITUTIONS					TOTAL				
	N	Pre	Post	Gain Per Mo	Mos. In Prog.	N	Pre	Post	Gain Per Mo	Mos. In Prog	N	Pre	Post	Gain Per Mo	Mos. In Prog	N	Pre	Post	Gain Per Mo	Mos. In Prog
Reading/Language																				
Vocabulary	45	6.4	7.2	.8	12.5	103	4.9	5.7	1.2	7.0	727	4.3	5.1	1.1	8.5	875	4.5	5.3	1.1	8.5
Comprehension	45	6.0	6.6	.4	12.5	103	4.8	6.2	2.3	7.0	728	4.2	5.3	1.6	8.5	876	4.4	5.5	1.6	8.5
TOTAL*	45	6.1	6.8	.7	12.5	103	4.9	5.8	1.6	7.0	727	4.3	5.2	1.3	8.5	875	4.4	5.3	1.3	8.5
English Mech **	32	5.7	5.9	.3	11.4	75	4.7	6.2	2.8	6.8	623	4.3	5.5	1.8	8.2	730	4.4	5.6	1.9	8.2
Spelling **	32	5.5	6.0	.6	11.4	75	4.3	5.2	1.6	6.7	607	4.6	5.3	1.0	8.1	714	4.6	5.3	1.1	8.1
Mathematics																				
Comput/Fractions	42	5.5	6.2	.6	12.2	90	5.2	5.7	1.1	6.3	871	5.0	5.9	1.4	8.1	1,003	5.0	5.9	1.4	8.1
Concepts/Prob.	42	5.0	5.8	.7	12.2	88	4.6	5.6	2.0	6.4	870	4.4	5.4	1.4	8.1	1,000	4.5	5.4	1.5	8.1
TOTAL*	42	5.3	6.0	.6	12.2	88	5.0	5.7	1.4	6.4	869	4.8	5.7	1.4	8.1	999	4.8	5.7	1.4	8.1

Note: Results are based on the Test of Adult Basic Skills, Levels E, M, and D. Only those students could be included that were administered both the pre and post tests during this fiscal year.

* Because norms for total subtest scores were developed separately, the total scores are sometimes slightly different from what would be expected by observing subtest scores.

** Based on Levels M and D only.

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Overall recommendations made by staff for program improvement for 1984-85:

- Use of diagnostic tests for instructional prescriptions rather than just grade placement.
- Improve use of assessment data (achievement scores) for program improvement.
- Improve attendance.
- Increase class periods to 4-5 periods a week that a student attends a particular component
- Better organize student class time activities to increase Time-On-Task.
- Use more teacher directed activities.
- Increase small group instruction.
- Use more board work as part of teacher directed activities.
- Involve living unit staff in achieving educational goals.
- Place more emphasis on student improvement as a parole requirement.
- Provide Central Office technical assistance in Language skill development.
- Provide Central Office technical assistance in Mathematics instruction.

READING/LANGUAGE

Brief Description of Component Activities

At most sites students receiving a grade equivalent of 6.5 or below in reading and language on the TABE were usually given supplementary instruction. However, in at least one instance, those scoring better than 6.5 received supplementary instruction after the needs of the neediest had been met and at another site, assignment to the ECIA reading class was only for those students' scoring below 4.0.

In most cases, when a student is assigned to a reading/language class, diagnostic tests are administered to assist in planning their instructional program. The test used varies according to the wish of the instructors. Tests currently in use include Peabody Picture Vocabulary Test, American Learning Corporation Reading Diagnostic Test, Gray Oral Reading Tests, Slosson, Think Language Analysis, the Brigance Diagnostic Inventories, Spache Diagnostic Reading Scales, Fry Oral Reading Test, Wide Range Achievement test (WRAT), Woodcock Reading Test, and the PLC "Plasment" Test.

Many of the diagnostic instruments are part of a set of program materials designed to correct the deficiencies identificd by the tests, and together these create a classroom management system. In addition to these systems most classrooms have additional selections of instructional materials and equipment. The materials

include, but are not limited to, the use of such program material as the Language Master, Flash-X Controlled Readers, Formula III Phonics and Laubach. In addition, staff developed vocationally related reading/language and use other supplementary materials. Computers, card readers and film strip projectors and the respective software for each are also used in some classrooms.

Formative evaluation is constantly going on in the classrooms. Staff monitor the progress of the students in a variety of ways which include using teacher designed tests or classroom management programs which have embedded tests such as the one designed by the American Learning Corporation. Usually students are required to get at least 80 percent mastery on the material before moving to the next level.

Summary of Evaluation Data

The gains in comprehension of 1.2 months per month in the program were greater than those in vocabulary which were .8 months for each month in the program. The gains in Spelling were .8 month per month in the program. Historically spelling gains have been low and vocabulary gains always trail comprehension in the Youth Authority. English Mechanics gains were 1.4 month for each month in the program, a marked improvement over last year. (See Figure I.) However, it is significant to note that the overall gains in reading of 1.0 months per month in the program is the expected national average gain of one month achievement for each month in school.

Major Recommendations Made by Local Staff for Program Improvement for 1984-85

Evaluation staff interviewed all ECIA instructional personnel. The recommendations of the teaching staff for program improvement included but were not limited to: 1) acquisition of adequate software (remedial level) for the computers; 2) ways to motivate students; 3) techniques that would help them deal with the very low achiever.

MATHEMATICS

Brief Description of Component

Most students scoring at the grade equivalent of 6.5 or below in mathematics on the TABE received supplementary instruction in mathematics.

Upon entry into an ECIA mathematics program, most wards were given some form of a diagnostic test to determine their deficiencies in mathematics. These included such tests as SLAM, Howard Porter Pre and Post Test, SRC Diagnostic Math, Brigance Diagnostic Inventories and Nystrom.

Instructional programs were planned to remedy these identified deficiencies. Most of these instructional programs used an individually prescribed instructional approach. In these IPI programs, such materials as those published by Long Beach Unified School district, Holt, Appleton Century Craft, and Computer Curriculum Corporation were used. However, for some students with the greatest learning deficiencies, cuisinare rods and other manipulative materials were used to develop the students' ability to deal with the abstract reasoning needed to do mathematics. In addition some classrooms also had computers and film strip projectors.

Materials that seemed to have the most promise were those with which a ward could identify as having practical application upon re-entry into the community. An example of such material is Scott

Foresman's Consumer Mathematics. Mathematics materials and mastery tests provide the staff and students with constant feedback about student progress. Most of the classrooms have management systems in place to monitor student progress.

Summary of Evaluation Data

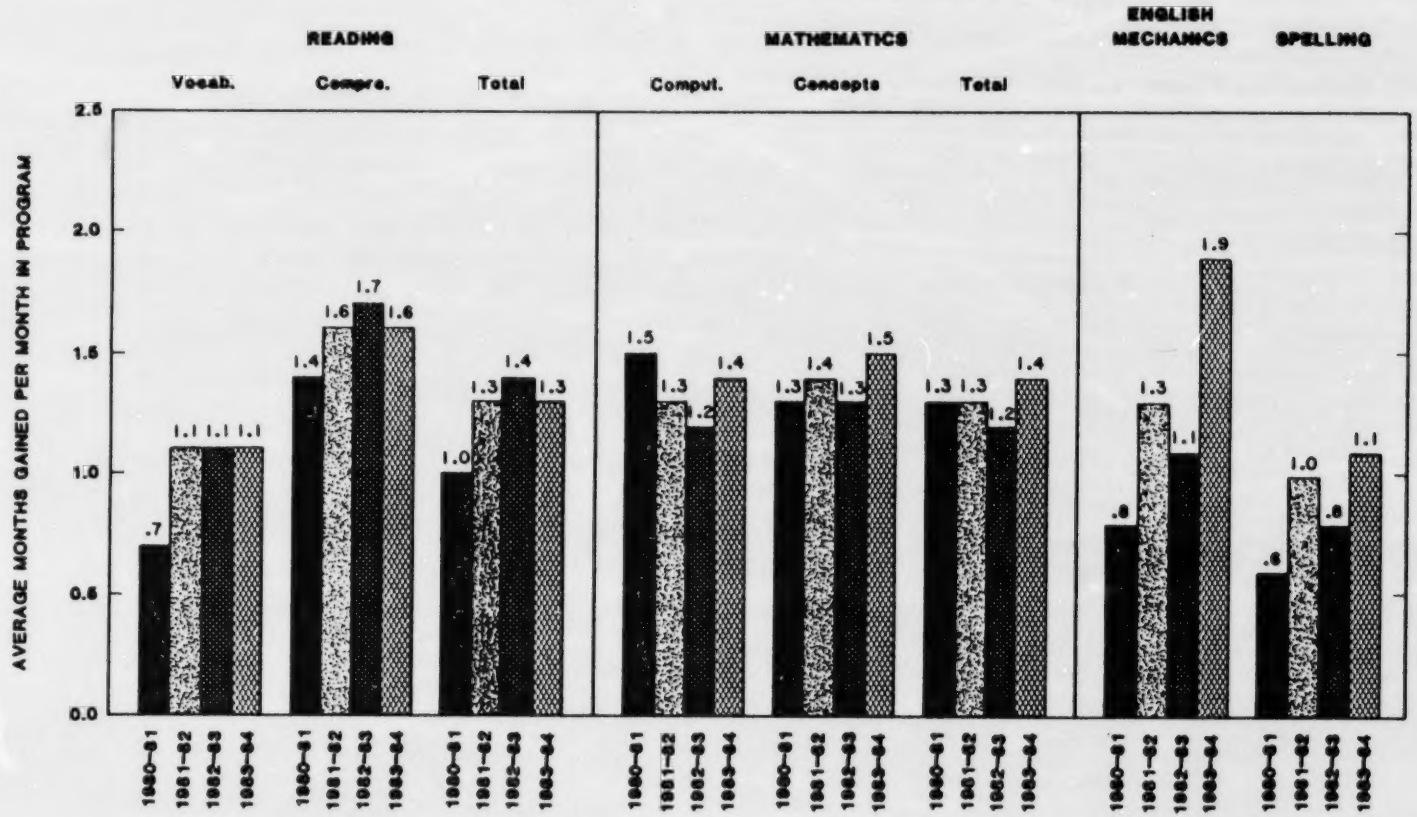
The average achievement gains in mathematics were 1.1 months for every month in the program. The gains this year were the same as last year. (See Figure I.) The gains per month in concepts were greater than those in computation--1.2 and 1.1 months per month in program respectively. These gains are above the national average of one month achievement for each month in school. At this rate of growth, the average student would have completed all nine years of basic mathematics instruction by the end of the sixth grade.

Major Recommendations Made by Local Staff for Program Improvement for 1984-85

Evaluation staff interviewed all ECIA instructional personnel. The mathematics teachers identified the same needs as the reading teachers, i.e., methods and materials to deal with the low achievers. Math teachers also identified the need for students to learn the basic skill areas of addition, subtraction, multiplication and division. In addition, these teachers seemed concerned about more use of "hands on" materials, microcomputers and materials which were practical and related to the math applications and survival skills needed in the community.

Figure I

AVERAGE MONTHS GAIN PER MONTH IN PROGRAM
As Measured by the TABE
for FISCAL YEARS 1980-81 through 1983-84



STAFF DEVELOPMENT

Brief Description of Component Activities

Each institution and camp outlined its staff development needs in their application for ECIA funds. Some of the skills identified as needing additional in-service were diagnosis and prescriptive techniques, remedial teaching strategies, classroom management, use of microcomputers in the classroom, interpersonal relations and stress management. Some institutions also identified the need for inservice education to acquire knowledge of teaching reading, language and mathematics to remedial students.

Because of the uniqueness of the California Youth Authority institutions, a great deal of institution-related training is conducted each year for the safety of students and staff. The amount of training as reported monthly by the project coordinator for ECIA education staff varies greatly from one institution to another and because of the number of educational positions in an institution or camp. Several institutions had outstanding staff development programs and were commended for these efforts. [illegible]in scores at these institutions reflect this effort. The in-service delivery systems for educational staff varied greatly and included such activities as intra-institutional training, inter-institutional visitations, attendance at professional conferences,

enrollment in professional courses, workshops and seminars. Conferences attended included Region IX Neglected and Delinquent Conference, California Reading Association Conference, Asilomar Math Conference, and California Math Conference. This year staff serving ECIA received 9,739 hours of training, approximately 3,000 more hours than last year.

Table 8 shows that five percent of the 9,177 reported hours of training at the institutions and camps was in Reading, Language and Mathematics. Six percent was in self-image improvement and thirty-one percent in computer assisted instruction. The remaining fifty-eight percent was in such areas as General Education, Conferences, evaluation, inter-institutional visits and institutional required training. (See Table 8.) This training included the training and consulting services the Reading Specialist provided to the ECIA staff. The reading specialist conducted 17 workshops and 3 seminars totalling 81 hours. The 17 workshops involved 41 hours of instruction and included eight on using the Brigance test, 8 on teaching techniques and one on learning styles. The three seminars included 40 hours of video assisted presentations on goal setting and self-image improvement (Pacific Institute's Breaking Barriers and New Age Thinking). In addition, the Specialist provided technical assistance and notification of training opportunities in reading, language and mathematics. This technical assistance included 212 hours.

TABLE 8

SUMMARY OF HOURS AND PERCENTAGES OF ALL STAFF
IN EACH TYPE OF TRAINING

Training Areas	YTS	NRCC	KHS	DWN	OHC	PSI	EPDR	SRCC	FCN	VS	BL	MB	OG	FC	PG	WR	SUB TOTAL	%	HDQRS	GRAND TOTAL	%
Reading			8		18	33	398						24		12		493	5		493	5
Language										4							4	-		4	-
Spelling						27										3	30	-		30	-
Math						12											12	-		12	-
Gen. Ed.	144	8	86	0	92	154	647	9		297		3	10		16	16	1,482	16	108	1,590	16
Affective	32	32		16		115	16	72	48	158		8			16		513	6	16	529	5
Computer	239	36	286	79	737	184	280	72	477	407	8	21	8	16	16	16	2,802	31	183	2,985	31
Evaluation	8	8	24	16	24	64	32	32	8	70		8		8	8	8	318	3	64	382	4
Conferences	120	20	136	112	40	80	172	60	120	140	20	60	40	48	40	20	1,228	13	143	1,371	14
Inter-inst Visits	16	24	6			41		8		8			6				109	1		109	1
Institution Training	159		428	10	100	145	320	197	178	160		85	11		16	60	1,869	21		1,869	19
Other		15		10	196		8		80			4			4		317	3	48	365	4
TOTAL	718	143	974	243	1,207	855	1,793	450	911	1,244	28	189	99	72	128	123	9,177		562	9,739	
Percentage*	8	2	11	3	13	9	20	5	10	13	0	2	1	1	1	1		100			
Percentage†	7	2	10	2	12	9	19	5	9	13	0	2	1	1	1	1			6		100

*Percentages is for institutions and camps.
†Percentages include headquarters with institutions and camps.

TABLE 9

SUMMARY OF HOURS AND PERCENTAGES OF ALL STAFF
BY CLASSIFICATION AND TYPE OF TRAINING

Type of Training	Teaching Assistants	Teachers	Clerical	Tchr/ Coordinators	Supervisor of Acad Instr	Reading Spec.	Program Supervisor	Res/Eval Specialist	Research Analyst	TOTAL*	%
Reading	188	252		55	2					497	5
Spelling	12	15			3					30	-
Math	6	6								12	-
Conferences	436	468	64	156	134	23	60	20	40	1,371	14
Affective	238	179	26	31	31				16	521	5
Evaluation	31	51	4	115	53	16	80		32	382	4
Computer	941	1,257	175	164	230	22	104	92		2,985	31
General Ed.	624	481	22	102	157	48	40	28		1,502	16
Brigance	37	51			7					95	1
Institutional Training	1,281	390	98	73	29				4	1,875	19
Inter-Insti. Visits	60	30	8	3	8					109	1
Other	16	166	138	8			24	8		360	4
TOTALS	3,870	3,346	535	707	624	109	308	148	92	9,739	
Percentages	40	34	6	7	6	1	3	2	1	100	100

*Total hours by type of training vary slightly from Table 8 because of the different methods of categorizing used on each Table.

Central Office Staff also provided "hands-on" training on microcomputers, software evaluation, and evaluation training and time-on-task analysis. The teaching staff received 74 percent of the total training, i.e., 40 percent for the teaching assistants and 34 percent for the teachers. The clerical staff received 6 percent and the coordinators or Supervisors of Education had 14 percent. The remaining 6% was spread among central office staff. (See Table 9.)

Summary of Evaluation Data

Staff evaluation forms are distributed following inservice workshops and seminars. In all instances, staff reactions were very positive, and often participants indicated a need for more training such as they had just experienced. In addition, instructional staff and each ECIA coordinator were interviewed and asked to describe briefly the benefits they received from their inservice training and how they were implementing the inservice training in their instructional programs. The interschool visits which provided participants with an opportunity to exchange ideas and learn new techniques were viewed as very helpful. From the workshops and seminars, the participants learned new curriculum and teaching approaches, as well as a better understanding of learning styles and ways to motivate students. These were also viewed as very helpful. Staff are anxious to have additional training in computer assisted instruction and time-on-task analysis.

Recommendations Made by Staff for Staff Development Training for 1984-85-All Programs

Staff recommends that staff be trained to: 1) better understand and utilize information gained from all tests administered to the students; 2)have a greater amount of teacher/ student instructional contact; 3) improve group instruction; 4) more effectively use teaching assistants and ward aides; 5) appreciate the instructional effectiveness of time-on-task; 6) use more materials which relate to survival, consumer and vocational skills; 7) use techniques to keep the students motivated and on-task; 8) effectively use computer assisted instruction in the classroom; and 9) determine the extent to which staff are implementing their training into their instructional component.

PERTINENT PROGRAM DATA

1. ECIA, Chapter I budget

Salaries	$2,002,300	Staff Development activities	$ 78,230
Equipment	$ 94,570	Other	$ 92,800
Instructional materials	$ 61,800		
		TOTAL	$2,329,700 *

2. Positions funded by ECIA, Chapter I

	FTE		FTE
Curriculum specialist	1	Clerical	12 1/4
Classroom teachers	23	Program supervisor/ coordinator	6
Teacher Assistants	47 3/4	Evaluator/researcher	2
Student Aides	24*	Administrator	2
	TOTAL 94		

3. Number of project and non-project staff who received ECIA, Chapter I funded staff development training..... 125

4. Number of youth (21 years old or younger) residing in the institutions/ facilities (unduplicated) and number who participated in ECIA, Chapter I projects (unduplicated) by age.

Age	11 & under	12-14	15-18	19 & over	TOTAL
Number of Eligibles	0	52	2596	857	3505
Participants	0	46	1329	341	1716

*Student aides not included in total.

5. The project did not serve all residents 21 years old and younger. The following criteria were used to select participants.

XX Norm-referenced test scores: The cut scores: **6.0-7.0 grade equivalent**

XX Other performance indicators: **Capable of achieving**

XX Teacher judgment

6. Number of Participants by racial/ethnic group.

	Number
American Indian or Alaskan Native.	22
Asian or Pacific Islander.....	7
Filipino.....	4
Black, not Hispanic.....	773
Hispanic.....	522
White, not Hispanic.....	370
Others.....	18
TOTAL.....	1716

7. Number of Participants* by duration of service (months)

Duration of Service in Months

													TOTAL	%
1st Year(mos.)	0-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12		
No. of Students	90	218	268	274	262	254	228	184	169	146	120	86	2,299	85
2nd Year (mos.)	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24		
No. of Students	81	61	51	37	25	36	25	22	13	8	11	8	376	14
3rd Year (mos.)	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	36+		
No. of Students	9	8	7	3	2	2	2	1		2		6	42	1
												TOTAL.....	2,717	100

-1,112 - 0-5 Mos.

1,605 - 5 mos. or more

*Participants who left the program during 1983-84.

8. Number of Participants by type of project component (duplicated count).

Instructional Components	Number of Participants*
Reading.....	1,913
Language/Writing.....	1,802
Mathematics.....	3,211
Reading/Language.....	1,011
Read/Lang/Math for ..... Vocations	349
Reading/Language/Math.....	150

Note. Applications reflect two instructional components, Reading/Language and Math. The above breakout shows participants by types of classroom.

*Includes students still in program on June 30, 1984 as well as those who exited during the year.

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